THE GLASGOW SCHOOL OF ART	**Programme Specification**

1. Programmes:

Programme Title	BA(Hons) Fashion Design
Head of School	**Irene McAra-McWilliam**
Head of Department/Programme Leader	**Jimmy Stephen-Cran**
Programme Contact	**Dr Helena Britt**

Minimum Duration of Study	48 months
Maximum Duration of Study	**72 months**
Mode of Study	**Full-Time**
Award to be Conferred	**BA(Hons) Fashion Design**
Exit Awards	**Year 1 – Certificate of Higher Education**
	Year 2 – Diploma of Higher Education
	Year 3 – BA Fashion Design
	Year 4 – BA(Hons) Fashion Design
Source of Funding	**SFC**

2. Version	Session	Approval Date
1.0	2015/16	21 April 2015

3. SCQF Level:
SCQF LEVELS 7 - 10

3.1 Credits:
480

4. Awarding Institution:
University of Glasgow

5. Teaching Institutions:
The Glasgow School of Art

6. Lead School/Board of Studies:
School of Design

7. Programme Accredited By:
N/A

8. Entry Qualifications	
8.1 Highers	4 Highers at ABBB (one sitting) or AABB (two sittings).
8.2 A Levels	3 A Levels at ABB (one sitting) or AAA (two sittings) AND GCSE English at Grade A
8.3 Other	Fine Art and Design, and Product Design 30 points overall in the IB Diploma, including 5 in 3 subjects at Higher Level, normally including English and Visual Arts or Design Technology. Students not presenting English at grade 5 or above at Higher Level will be required to submit IELTS. Applicants are required to submit a portfolio of work. Portfolio guidelines are available at http://application.gsa.ac.uk > Design Admission Guidelines.
8.4 IELTS Score Required on Entry	IELTS with an overall score of 6 with no component less than 5.5

9. Programme Scope:

The purpose of the programme is to create assured and specialised fashion design graduates with clear individual and creative identities, prepared for industry employment, self-employment and postgraduate study in local and global contexts.

Students acquire, practice, integrate, extend and challenge the application of hand-produced work, craft skills, traditional processes and digital technology utilisation. Research and exploration are central to the design process. Individual creative development is fostered in parallel with opportunities for departmental and cross-disciplinary collaboration. The curriculum is underpinned by studio-based activity, industry-focused and live projects to support work-related learning. Students become self-aware and reflective practitioners possessing professional skills, entrepreneurial abilities and understanding of ethical matters relevant to the discipline. Critical, historical and cultural studies run alongside studio-based projects.

Fashion Design study at GSA provides the means to examine the perimeter of a subject in depth.

Fashion Design is concerned with the shape, cut, silhouette and construction of clothing. Students honour and learn from Fashion traditions but look to the future at the same time and learn to balance originality of concept with design viability. Students elect to specialise in menswear or womenswear depending on their individual skills and Fashion interests. The emphasis is on future heritage and not celebrity driven, quickly and cheaply manufactured frippery, which often damages the term 'Fashion'. Students also explore the prevailing paradigms associated with how Fashion is viewed and received.

10. Programme Aims:

The overall aim of the BA (Hons) Fashion Design programme is to create assured and highly specialist graduates (expert in either menswear or womenswear) with clear and individual creative identities who are able to position themselves and their ideas with knowledgeable authority and are equipped to enter practice, employment or postgraduate study.

10.1 Stage 1 Aims:

Level 1: Grounding

The Aims of Level 1 are to:

- provide a range of set project briefs that allow students to investigate a variety of approaches to research, drawing, colour, exploration of ideas and outcomes
- exercise a degree of independence in carrying out set project work using a broad range of approaches to create individual responses
- Introduce the fundamental steps of the creative design process associated with Fashion Design
- Introduce the fundamental technical skills and processes associated with Fashion Design and introduce students to safe working practices in the studio and workshops
- convey and present ideas in a coherent manner through visual, verbal and written means.
- use standard IT applications to process and obtain a variety of information
- provide project briefs that have structured time tables that assist students in developing good study and time management skills
- introduce the notion of self evaluation and analysis of work and working process

10.2 Stage 2 Aims:

Level 2: Underpinning

The Aims of Level 2 are to:
- provide project briefs which facilitate the development of essential core design skills; primary and secondary research, drawing and working with colour, which will support specialist discipline design development
- encourage students to exercise initiative when responding to project briefs; developing personal concepts, individual approaches to research, drawing and colour proposed solutions
- provide the opportunity to undertake a project encompassing the key stages of the design process associated with Fashion Design
- facilitate the acquisition of a broad set of technical skills and processes associated with the specialist area and develop safe working practices
- provide the opportunity to convey specialist information to a range of audiences for a range of purposes
- use IT and CAD to gather information, explore and present ideas
- promote increased independence and encourage students to organise their time and prioritise work in relation to resources and deadlines
- provide the opportunity for self reflection and evaluation

10.3 Stage 3 Aims:

Level 3: Contextualisation

The Aims of Level 3 are to:
- provide a range of project briefs that allow students to explore different fashion contexts
- provide the opportunity to discuss and consider ethical or professional issues raised by the discipline
- encourage the development of subject specialist and individual approaches to concept development, research, drawing, colour, design exploration and the resolution of work in response to set project briefs
- provide the opportunity to undertake a live project and work to a client or competition brief which encompasses the key stages of the design process
- extend, develop and adapt subject specialist technical skills in relation to processes, materials and finishing relevant to project work
- provide the opportunity to present work formally and informally to a range of audiences
- provide opportunities to use a range of IT and CAD applications to support and enhance work
- emphasise the importance of self motivation and increased responsibility for own learning and time management while working with suggested timelines within projects
- provide the opportunity for self reflection and evaluation and facilitate the critical reflection of work and working process

10.4 Stage 4 Aims:

Level 4: Expertise

The Aims of Level 4 are to:
- provide a framework to assist students in defining, planning and implementing a self directed project for a specialist and specified Fashion Design context
- encourage students to take into account any ethical or professional issues raised by the discipline or by their own project
- support individual approaches to research, drawing, concept development, design exploration and the resolution and manufacture of a Fashion Design collection, within the framework of the programme/Year 4 Project Proposal
- enable students to explore, challenge and consolidate in-depth subject specialist skills and knowledge relating to their particular specialism
- equip students with the skills to present a body of work/portfolio in preparation for assessment and upon graduation, for practice, employment or further academic study
- provide the opportunity for students to present work and communicate ideas via visual, verbal and written means
- provide opportunities to use appropriate digital technologies to support and enhance specialist work
- emphasise the importance of self motivation, working independently, managing time and resources and being able to critically reflect upon and identify strengths and weaknesses in own work and working process and to provide the opportunity for self evaluation

10.5 Stage 5 Aims:

N/A

11. Intended Learning Outcomes of Programme:

After full participation in and successful completion of the programme, students should be able to:

- demonstrate in-depth subject skills and knowledge (intellectual, creative and technical) in a specialist Fashion Design subject specialism

- identify, define, analyse and challenge the characteristics of Fashion Design and present and communicate findings and solutions purposefully

- produce creative responses to project briefs and identify, define and deliver self-directed project(s)

- present a body of work/portfolio in preparation for assessment, and upon graduation, for practice, employment or further academic study

- demonstrate an informed understanding of the design process, offering personal insights and specialist interpretations of how a Fashion Design collection can be conceptualised, developed and realised

- recognise their individual creative identity and locate an appropriate Fashion context for their skills and ideas

- convey an understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with the subject discipline, which influence and provide a context for the future development of Fashion Design

- demonstrate the professional skills and qualities required for continued professional and creative development including initiative, autonomy, objective judgement and decision making, communication, working with others, time and resource management and safe working practices

- manage the organisation of work in relation to resources and deadlines

- communicate with and make formal presentations to a broad range of informed and professional audiences

- use appropriate technologies, both analogue and digital, to support and enhance design investigation and conclusions

11.1 Intended Learning Outcomes of Stage 1

Knowledge and Understanding

- an outline knowledge of the fundamental characteristics of Fashion Design subject specialisms
- an understanding of the fundamental creative processes and methods associated with Fashion Design
- an outline knowledge of the design contexts associated with Fashion Design
- an understanding of the accepted theories and principles associated with Fashion Design

Applied Knowledge and Understanding

- fundamental practical skills and processes associated with Fashion Design
- a range of set projects investigating aspects of research, exploration and outcomes
- awareness of the contexts associated with Fashion Design

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- present and evaluate ideas familiar to the discipline of Fashion Design
- use a range of approaches to create responses to and answer set project briefs
- convey ideas in a structured and coherent form
- use a range of forms of communication effectively
- use standard applications to process and obtain a variety of information
- use standard formulae for making numeric calculations and measurements, exercise a degree of independence in carrying out set project work
- manage organization of work within set deadlines
- take account of health and safety regulations and develop safe working practices, work under guidance with a range of qualified practitioners
- work with others in developing awareness of the broader subject of design in relation to Fashion Design

11.2 Intended Learning Outcomes of Stage 2

Knowledge and Understanding

- a working knowledge of the differing characteristics and practices associated with Fashion Design
- an understanding of the key stages of the design process associated with Fashion Design
- a broad knowledge of a range of design contexts associated with subject specialist Fashion
- an outline knowledge and understanding of some core theories, principles and concepts associated with Fashion Design

Applied Knowledge and Understanding

- a range of skills, processes and materials associated with Fashion Design
- a range of set projects with an emphasis on skill acquisition across Fashion Design
- the application of skill acquisition to familiar Fashion Design contexts

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- undertake analysis, evaluation and synthesis of ideas and matters associated with Fashion Design
- use a range of approaches to create responses and solutions to defined project briefs
- evaluate responses and solutions relevant to Fashion Design
- convey specialist information to a range of audiences and for a range of purposes
- use a range of standard applications to process and obtain subject discipline information and for image manipulation
- work with formulae for making subject specific numeric calculations and measurements
- exercise initiative in carrying out and interpreting set project work
- manage organization of work in relation to resources and deadlines
- take account of health and safety regulations in studio and workshop practice and continue to develop safe working practices
- continue to work under guidance with a range of qualified practitioners
- work with others in developing a broad understanding of the wider discipline of Fashion Design
- take account of broad discipline matters including any ethical or professional issues raised by the discipline

11.3 Intended Learning Outcomes of Stage 3

Knowledge and Understanding

- a broad knowledge of the scope and practice characteristics of Fashion Design
- an understanding of the design process specific to a subject specialism and how it can be applied to different Fashion Design contexts
- a broad knowledge of potential design contexts for subject specialist Fashion Design practice
- an understanding of selected theories, concepts and principles associated with Fashion Design

Applied Knowledge and Understanding

- a selection of the key processes, materials, practical and technical skills associated with Fashion Design
- a range of subject specialist projects of research, exploration and outcomes
- a range of subject specific Fashion Design contexts

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- undertake analysis, evaluation and synthesis of ideas, concepts and matters raised by the Fashion Design discipline
- identify and analyse subject specific Fashion matters
- draw on a range of sources to make objective judgements
- make formal and informal presentations to a range of audiences about specialist Fashion Design matters
- use a range of IT applications to support and enhance work
- test formulae and develop individual skills in making subject specific numeric calculations and measurements
- exercise autonomy in carrying out and interpreting set project work
- manage time and resources in relation to set project briefs
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work under guidance with qualified and/or specialist practitioners
- work with others in developing a subject specialist understanding of Fashion Design
- deal with subject specialist matters including any ethical or professional issues raised by the discipline

11.4 Intended Learning Outcomes of Stage 4

Knowledge and Understanding

- specific knowledge relating to the characteristics, terminology and practices of Fashion Design
- an informed understanding of the design process and how Fashion Design is developed using a range of research, exploration and interpretation methodologies and approaches
- an informed knowledge of design contexts for individual Fashion Design interests
- informed understanding of the theories, concepts and principles (including historical, cultural and contextual) associated with individual Fashion Design interests

Applied Knowledge and Understanding

- subject specialist processes, materials, practical and technical skills associated with individual Fashion Design interests
- a self defined subject specialist project of research, exploration and outcomes which reflects individual Fashion Design interests
- a defined, subject specialist Fashion Design context

Professional Practice: Communication, Presentation, Working with Others

Students should also be able to:

- Identify, define, conceptualize and analyse individual Fashion Design interests
- offer insights and specialist interpretations and solutions to matters raised by individual Fashion interests
- review and consolidate knowledge, skills, the practice and thinking associated with individual, subject specialist Fashion Design interests
- demonstrate individuality and judgement in dealing with subject specialist Fashion Design interests
- make formal presentations to informed audiences about specialist Fashion Design matters
- communicate with professional level peers, senior colleagues and discipline specialists
- use a range of digital technologies appropriately to support and enhance specialist work apply and practice individual skills in making subject specific numeric calculations and measurements
- exercise autonomy and initiative in undertaking self directed project work, manage time and resources effectively in relation to self directed project work
- continue to take account of health and safety regulations in studio and workshop practice and adhere to safe working practices
- work effectively under guidance in a peer relationship with qualified and/or specialist practitioners
- work with others in developing a critical position as an individual Fashion practitioner and contribute to on-going studio debate
- deal with complex subject specialist matters including any ethical or professional issues raised by the discipline

11.5 Intended Learning Outcomes of Stage 5

N/A

12. Assessment Methods:

Formative Assessment

On-going work is monitored and recorded regularly by staff against the level learning outcomes and set assessment criteria for each stage of the programme. Formative assessment offers constructive and supportive review of on-going performance, identifies strengths and weaknesses and gives advice on future direction. A 'Cause for Concern' can be issued at any point, this highlights any performance concerns and/or risk of failure alongside required 'Actions'.

Summative Assessment

Summative assessment evaluates individual performance for the stage in its entirety. Final submission work is assessed against the level learning outcomes and set assessment criteria for each stage of the programme. The final grade is determined by aggregation of grades for each course and is issued by Registry.

13. Learning and Teaching Approaches:

Briefing
This takes place at the beginning of a project or a course. The brief is discussed and this is an opportunity for students to ask questions and to clarify aspects of the project or course.

Tutorial
A reflective and critical discussion to provide feedback about work in progress.
This may take place on a one-to-one basis with staff or involve a group.

Group Meeting
An organisational meeting between staff and students or students and students, relevant to a project or event.

Review
The presentation of work in progress or completed work. This may take place on a one-to-one basis with staff or involve a group. External parties may be present if relevant to the project.

Induction
An introduction to a resource.

Lecture
A formal presentation given by staff or visiting speaker.

Technical Demonstration
Learning through the observation of a technical process normally demonstrated by a member of

technical staff.

Technical Workshop
Learning through the observation and practice of a technical process.

Pastoral Appointment
A meeting available to students with a member of academic staff to discuss issues of a personal nature or relating to general welfare which may be effecting their academic progress. Pastoral appointments are timetabled for all new students within the department. Appointments can also be arranged with staff as necessary.

Tutorial Feedback Note
Staff will record key areas of discussion with students focusing on the development of their studio work. Students are expected to record their own notes of the discussion that takes place.

Peer Evaluation
Completed by a student about another student in relation to group tasks within a project.

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14. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

GSA (2012) GSA2025 Strategic Plan Milestone Plan:01 / 2012-15.
[http://www.gsa.ac.uk/media/434202/GSA2025_Milestone_vaw3.pdf]. Accessed 22 November 2014.

GSA (2011) Learning and Teaching Enhancement Strategy.
[http://www.gsa.ac.uk/media/521232/learning_and_teaching_enhancement_strategy_may_2011.pdf]. Accessed 25 November 2014.

QAA (2013) UK Quality Code for Higher Education - Part B: Assuring and enhancing academic quality.
[http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b]. Accessed 22 November 2014.

QAA (2014a) Enhancement-led Institutional Review of Glasgow School of Art – Outcome Report.
[http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Glasgow%20School%20of%20Art/Glasgow-School-of-Art-ELIR-Outcome-14.pdf]. Accessed 25 November 2014.

QAA (2014b) Enhancement-led Institutional Review of Glasgow School of Art – Technical Report.
[http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Glasgow%20School%20of%20Art/Glasgow-School-of-Art-ELIR-Outcome-14.pdf]. Accessed 25 November 2014.

QAA (2008) Subject benchmark statement – art and
design. [http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement---Art-and-design-.pdf.] Accessed 22 November 2014.

SCQF (2012) SCQF Level Descriptors. [http://scqf.org.uk/wp-content/uploads/2014/03/SCQF-Revised-Level-Descriptors-Aug-2012-FINAL-web-version1.pdf] Accessed 22 November 2014.

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15. Additional Relevant Information:

Project Briefs
Briefs are dyslexia-friendly and use plain language (therefore clearer to all students). Academic and support staff contact time is made explicit. Students are aware of with whom and when they can expect contact. Reading lists and online resources are identified to encourage students to use study time effectively. Aims and level learning outcomes of the brief are made clear. Work requirements and assessment criteria are made explicit and relate to the specified aims. Briefs include a suggested timetable for students (highlighting key dates) to assist them manage their study time effectively.

Enrichment of Learning Experience

Archives and Collections Centre (ACC)
The School has one of the largest and most important museum and archive collections of any UK Art School and these provide an excellent study resource. The institutional archive dates back to the School's foundation in 1845 and documents over 150 years of art, design and architectural education at the School through official papers, correspondence, photographs and press cuttings relating to the School, its staff and students. Together with over 30 Deposited Archive Collections, the size and significance of the archive continues to grow.

Library Special Collections
The Library holds a number of important special collections, including many rare and valuable titles, titles relating to the history of the School, and examples of contemporary creative practice. In particular Fashion Design and Textile Design students access the Stoddard Design Library. This library is a rich source of material in the areas of carpet design, textiles, ornament, flat pattern, and textile interiors.

International Exchange
Students may be able to undertake a period of exchange with one of our international partner institutions. International exchanges will normally take place in Level 3 of study and will normally be for the duration of one full term - either Term 1 or Term 2.

In order to be eligible for consideration for international exchange the student will normally have achieved a minimum grade of C3 in the formative studio component. Where a student has not met the level of attainment specified but can make a case under 'Good Cause', the Programme Leader can consider their application and discretion may be exercised.

Students who are interested in going on international exchange are advised to attend the departmental briefing session, which will be arranged by the Exchanges Officer. Following on from that briefing session, students should discuss their application with the Programme Leader with a view to gaining approval sufficiently in advance of exchange application deadlines. Should a student be granted approval to go on international exchange they must complete and submit for the Programme Leader's approval a Learning Agreement, which outlines their programme of study and credit transfer relative to their studies on exchange.

Students must negotiate with the Programme Leader any differences between start and end dates of GSA's term and the exchange period and agree how this will be managed – to ensure that the terms of the Learning Agreement are met without impacting upon study of GSA courses, either prior to or post the exchange period.

On completion of the exchange the transcript provided by the partner institution must evidence and confirm study undertaken, as per the Learning Agreement, at which time associated credits will be transferred. In exceptional cases, students may request that an exchange be extended. However, permission must be granted by the Board of Studies in advance

Centre for Advanced Textiles (CAT)
Students on the programme have access to the Centre for Advanced Textiles (CAT).
The remit of CAT is to provide cutting edge facilities for textile design education, a research centre to investigate the aesthetic, technical and commercial opportunities presented by digital technology and a commercial service to industry and individuals in order to generate income. Digital printing is ideal for small to medium scale production as there are no minimum runs and turn around is fast, creating exciting opportunities for customised design and niche markets. Students wishing to use CAT will be required to have a working knowledge of Photoshop or equivalent software. CAT also runs an Industrial Placement Scheme which students are encouraged to participate in.

Industrial Placement (Optional)
Students on the programme can opt to undertake a period of industrial placement normally in the summer period between Stages 2 and 3 and/or between Stages 3 and 4, however this is not credit rated.

Undertaking Industrial Placement offers additional learning opportunities and enables students to:
- gain relevant industrial experience through industrial placement
- gain insights and appreciation of the culture and practice of the Fashion or Textile Design related workplace
- analyse and communicate experiences of working practice in industry put programme content and study into perspective
- develop subject specialist, career planning and professional skills
- enhance opportunities for, and understanding of potential careers and personal development

Cross GSA workshops
Students on the programme also have access to specialist workshops across GSA which are managed by the Technical Services Department. The formal mechanism for accessing these facilities is via the Department of Technical Support.

Access to workshop areas outwith Fashion and Textiles may be negotiated if, after discussion with academic staff, it is deemed appropriate to a student's work. A list of the Technical facilities across GSA and the process for accessing these is available on the VLE under Technical Support. Fees for materials used in other workshops will be charged for locally.

Collaboration (and collaboration guidelines)
There are various opportunities throughout the programme for students on the Fashion Design and Textile Design pathways to work collaboratively.

Final Year students from the different pathways may collaborate with each other so long as the nature and extent of the collaboration is negotiated and agreed by the relevant Subject Leaders and so long as each students contribution to the collaboration can be assessed in its own right (i.e. each contributing individuals fulfils the full work requirements of the programme.)
Final Year students on the programme may outsource specialist manufacturing (particularly where resources are unavailable at GSA). Again this must be negotiated and agreed with the relevant Programme/Subject Leader.

16. Programme Structure and Features:

BA (Hons) Fashion Design

	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS	
			%	
LEVEL 1	**Fashion Design**	**CRD: LEVEL 7**	**EX CW**	**Core/ Optional**
TOTAL CREDITS		**120**		
Studio	Studio 1	80	66.80%	Core
Studio	Design Domain 1	20	16.60%	Core
FoCI	Cross School Course	10	8.30%	Core
FoCI	FoCI Critical Inquiry 1: Places, Economies, Cultures	10	8.30%	Core

	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS	
			%	
LEVEL 2	**Fashion Design**	**CRD: LEVEL 8**	**EX CW**	**Core/ Optional**
TOTAL CREDITS		**120**		
Studio	Studio 2	80	66.80%	Core
Studio	Design Domain 2	20	16.60%	Core
FoCI	Origins, Histories and Consequences of Design	10	8.30%	Core
FoCI	FoCI 2: Exploring Cultures in Art, Design and Architecture	10	8.30%	Core

	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS	
			%	
LEVEL 3	**Fashion Design**	**CRD: LEVEL 9**	**EX CW**	**Core/ Optional**
TOTAL CREDITS		**120**		
Studio	Studio 3	80	66.80%	Core
Studio	Design Domain 3	20	16.60%	Core
FoCI	Contexts of Critical Inquiry in Design: Situation, Relation, Research	10	8.30%	Core
FoCI	FoCI 3: Approaches to Research in Art and Design Criticism	10	8.30%	Core

	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS	
			%	
LEVEL 4	Fashion Design	CRD: LEVEL 10	EX CW	Core/ Optional
(Essay)				
TOTAL CREDITS		120		
Studio	Studio 4	100	83%	Core
FoCI	FoCI 4: (Essay / Curatorial Rationale / Critical Journal)	20	17%	Core

	TITLE OF COURSE	CREDIT	ASSESSMENT WEIGHTINGS	
			%	
LEVEL 4	Fashion Design	CRD: LEVEL 10	EX CW	Core/ Optional
(Dissertation)				
TOTAL CREDITS		120		
Studio	Studio 4	80	66.80%	Core
FoCI	FoCI 4: (Dissertation / Extended Critical Journal)	40	33.20%	Core

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17. Can exemptions be granted?

Yes ☐   **No** ☒

If yes, please explain:

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18. Does the programme comply with GSA APEL policy?

Yes ☒   **No** ☐

If no, please explain:

GSA recognises that applicants come from a wide variety of social, cultural and educational backgrounds and are willing to consider applications for admission from those who do not have the published conventional qualifications for admission and/or who wish to gain recognition for formal or informal study undertaken elsewhere.

19. Are there any arrangements for granting advanced entry?

Yes ☒   No ☐

If yes, please explain:

Progression and Articulation from college*
Students enter The Glasgow School of Art from a variety of backgrounds including study at Further Education (FE) colleges. They do this through a number of routes:

Progression from college into Year 1 at GSA
NQ and NC Portfolio Prep courses are a great way to prepare for art school and many students join Year 1 at GSA from these and other SCQF Level 6 college qualifications in art or design-related disciplines. HNC graduates may also be offered a place in Year 1 if the GSA programme team agrees that study at Year 1 would be beneficial and/or the applicant prefers a Year 1 start.

Advanced Progression from college into Year 2 at GSA
Traditionally GSA offers Year 2 entry to HND students and graduates. Applicants with the BTEC Foundation Diploma in Art and Design are usually offered a place in Year 2 as well.

Articulation from college into Year 2 or 3 at GSA
Articulation is an official term used by the Scottish Funding Council (SFC) to describe HNC graduates entering at Year 2 and HND graduates entering at Year 3.

*** the information included focuses on students studying at Scottish colleges of Further and Higher Education**

Source: http://www.gsa.ac.uk/about-gsa/our-structure-(1)/college-to-gsa/

20. Are there any arrangements for allowing students to transfer into the programme?

Yes ☒   No ☐

If yes, please explain stating requirements and levels to where this can apply:

A student may wish to transfer to another department or programme within the School. In this case a student should complete an internal transfer form (available from the Registry) and discuss her/his request with the current Head of Department as well as the Head of Department of the programme to which he or she wishes to transfer. If a student applies to transfer, there is no guarantee of a place. Transfers are at the discretion of the Head of Department and Programme Leader.

21. Are there any arrangements for allowing students to transfer into other programmes?

Yes ☒   No ☐

If yes, please clarify:

A student may wish to transfer to another department or programme within the School. In this case a student should complete an internal transfer form (available from the Registry) and discuss her/his request with the current Head of Department as well as the Head of Department of the programme to which he or she wishes to transfer. If a student applies to transfer, there is no guarantee of a place. Transfers are at the discretion of the Head of Department and Programme Leader.

22. What are the requirements for progressing from each stage?

Students on the programme must achieve a pass in each course comprising the programme in order to proceed to the next level/ year of study.

23. Please confirm that the programme follows GSA Examination Board policy and procedures, including External Examiner participation:

Yes ☒   **No** ☐

If no, please explain:

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24. Please explain programme management and committee arrangements up to, but not including, Boards of Study:

The teaching team will be led by the Programme Leader. The Programme Leader will have executive responsibility for the direction, coordination and administration of the programme. He/She will be primarily responsible for the initiation of programme developments, and will have particular responsibility for the monitoring of student progress and for the continuous monitoring of the quality of the programme in line with The Glasgow School of Art procedures.

In order to ensure that quality standards are monitored and the quality of provision continually enhanced, the programme will undertake the following:

- Regular Programme Team Meetings
- Student/Staff Consultative Committee

25. Please explain the systems and arrangements regarding:

a) Quality assurance of the management, operation and monitoring of the programme

In order to ensure that quality standards are monitored and the quality of provision continually enhanced the Programme will undertake the following:

- Regular Programme Team meetings, with Academic and Technical Staff as appropriate
- Student/Staff Consultative Committee meetings

- Engagement with External Examiners
- Programme Monitoring and Annual Review (PMAR)
- Periodic Review
- Institutional review in accordance with the Quality Assurance Agency (QAA) and the Scottish Credit and Qualifications Framework (SCQF)

GSA's policies with regard to External Examiners, Programme Monitoring and Annual Review (PMAR) and Periodic Review are published on the Academic Council Policies pages of the GSA website.

The GSA committee structure can be found at the following link:
http://www.gsa.ac.uk/media/875399/GSA_Committee_Structure_Web.jpg

b) Student feedback and representation

GSA and the Department of Fashion & Textiles consider the views and opinions of the students to be important and there are several formal and informal way in which views are sought. Students can speak to staff informally in the studio. Focus groups with staff and students are arranged at various points in the year and via project feedback students will be asked to comment on aspects of projects they felt were successful or unsuccessful. Questionnaires may also be used as a way of gathering student feedback. Final Year students complete the National Student Survey (NSS).

Student Staff Consultative Committee Meetings (SSCC Meeting) are held three times per year. Each year group nominates Class Representatives who attend these meetings. Student reps should speak to their peers in advance of the SSCC Meeting and bring any items that the cohort would like to be discussed. Reps should also report back to their peers on items discussed.

The Design School UG/PG sub-committee takes place between SSCC and the Board of Studies. The Board of Studies within the School of Design meets three times per year and a student rep from the Design School attends this. Any issues that cannot be resolved at the level of SSCC or that the Design School should be aware of will be taken to the Board of Studies.

Students are represented via the President of the Students' Representative Council (SRC) who is a member of all GSA committees.

c) Programme based student support

Support for International Students and Pastoral Care

- Students with an IRF are allocated a contact tutor who will go through the form and discuss any required reasonable adjustments

- Year contact tutor are provided in order that students transferring form Year 1 or direct entry from another institution have a named point of contact, however Students may contact any member of staff if they are experiencing problems of a personal nature or relating to general welfare that may be affecting their academic progress. Staff will then advise students as to the most appropriate sources of support where required.

- Programme guidelines are issued at the start of the academic year and includes links to GSA support services; student welfare, Learning Support & Development, Careers, Counselling, Supporting Students with a Disability, Support for International Students

- Students with English as a second language are encouraged to take advantage of learning and study skills workshops and individual support, which can help with English language

skills.

- Briefs will be dyslexia-friendly and use plain language (therefore clearer for all students). Academic and support staff contact time will be made explicit. Students will be aware of with whom and when they can expect contact. Reading lists and websites will be identified to encourage students to use independent study time effectively. Aims and level learning outcomes of the brief will be made clear.

- Work requirements and assessment criteria will be made explicit and will relate to the specified aims and learning outcomes. Briefs will include a suggested timetable for students to assist them manage their studio and independent study time effectively.